



By the end of year 3 pupils will know and be able to:

(Getting to Know You)

say hello for different times of day.
use formal or informal language appropriately.
use gestures to support my conversation.

introduce myself to someone else.
ask another person their name.
use gestures to support my conversation

use 'Comment ça va?' as a question.
choose the appropriate phrase to say
how I feel.

say goodbye in a variety of ways.
use formal and informal language.

say the numbers 0-10 in French.
listen and repeat carefully.
join in when the numbers are in a song.
use music to help me remember new words.

use number words in my sentences.
make up new sentences.
ask how old someone is.
say my own age.

(All about ME)

demonstrate my understanding of instructions in French.
follow instructions when I hear them.
listen to and read the names of different body parts.
repeat words carefully.
sing 'Heads, Shoulders, Knees and Toes' in French.
point to the correct part for each word.

By the end of year 3 pupils will know and be able to:

(Getting to Know You)

introduce myself to someone else. (Getting to Know You)
ask another person their name. (Getting to Know You)
use 'Comment ça va?' as a question. (Getting to Know You)

(All about ME)

know that un and une mean masculine or feminine nouns. (All about ME)
use et to join words in a list. (All about ME)
name clothes and accessories in French. (All about ME)
Say what I am wearing. (All about ME)

listen to action words and show what to do.
join in a game using the action vocabulary.

name different colours in French.
listen to and repeat words carefully.

ask what's in the wardrobe.
answer questions about what's in the wardrobe.
name clothes in French.
know that un and une mean masculine or feminine nouns.

use et to join words in a list.
name clothes and accessories in French.
Say what I am wearing.
ask someone else what they are wearing.

(Food Glorious Food)

understand and join in with a story.
recognise and repeat key vocabulary in a story.

count items or use 'some' for amounts.
ask politely for something.

use definite articles le/la/les to mean 'the'.
choose the correct article when talking about food.
say if I like or dislike a food.
make my preferences stronger.

can describe what colour something is.
can add words to be more exact about a colour.

can identify a size adjective.
can begin to place adjectives correctly in a sentence.
can recognise that an adjective doesn't always have the same spelling.
can begin to spell adjectives based on grammar rules.

know the vocabulary I need to talk about food
can apply my learning to have short conversations

(Food Glorious Food)

use definite articles le/la/les to mean 'the' (Food Glorious Food)

can add words to be more exact about a colour (Food Glorious Food)

can begin to place adjectives correctly in a sentence (Food Glorious Food)

know the vocabulary I need to talk about food. (Food Glorious Food)

(Family and Friends)

identify family members.

say 'My...'

use voici to explain who's who in a picture.

use gestures to help me remember pets vocabulary.

link sounds and meanings.

make sentences about myself using je.

use tu to ask questions about a partner.

listen carefully to modelled pronunciation.

copy what I hear.

use a familiar tune to recall new sounds.

join in with a song to practise new language.

recognise how sentences can change to fit the subject.

use 'il' and 'elle' for 'he' and 'she'.

use a vocabulary bank.

make new sentences by swapping key vocabulary.

say letters of the French alphabet with good pronunciation.

ask for and give spellings using the French alphabet.

name rooms in a house or flat.

swap key words to make new sentences.

(Our family)

say the names of objects around the classroom.

follow instructions to identify classroom objects.

use the phrase Il/Elle est là or Ils/Elles sont là in response to a question.

ask my partner a question.

say the names of objects in a pencil case.

use the sentence J'ai un /une dans ma trousse.

convert le to un and la to une.

write sentences converting le/la to un/une.

say the names of subjects at school.

say whether I like/dislike subjects,

(Family and Friends)

use voici to explain who's who in a picture. (Family and Friends)

make sentences about myself using je. (Family and Friends)

use tu to ask questions about a partner. (Family and Friends)

use 'il' and 'elle' for 'he' and 'she'. (Family and Friends)

(Our family)

use the phrase Il/Elle est là or Ils/Elles sont là in response to a question. (Our fa

name places around school in French(Our family)

say if I don't like a school subject using 'Je n'aime pas.....' (Our family)

use the vocabulary of around school and what I like to do to write sentences wit

(Our family)

answering the questions 'Qui aime... ? Qui n'aime pas... ?
say if I like a subject using..'J'aime.....'
say if I don't like a school subject using 'Je n'aime pas.....'

demonstrate my understanding of instructions in French.
follow instructions when I hear them

say the names of familiar places
follow instructions to show I know the names of familiar places around school
name places around school in French
ask / answer the question 'où es-tu?'

say the names of objects in a pencil case
use the infinitive form of verbs eg J'aime lire.
write sentences using infinitive verbs.
use the vocabulary of around school and what I like to do to write sentences with

(Time)

count up to 31.
use good pronunciation.
use words I already know to help me understand new vocabulary.
make predictions about vocabulary.

listen carefully to a set of vocabulary.
understand, say and order the days of the week.

read and say the months of the year.
show my understanding by ordering the months correctly.

make new sentences by swapping key vocabulary.
make my sentences questions or statements.
compare English and French sentences.

say the date using day, number and month.
identify some important French festivals.

say the date using day, number and month.
change my question or answer sentence to make it past or future tense.

(Time)

read and say the months of the year. (Time)
identify some important French festivals. (Time)
say the date using day, number and month. (Time)
change my question or answer sentence to make it past or future tense (Time)

By the end of year 4 pupils will know and be able to:

(All around town)

listen to and repeat names of some French towns and cities.
compare and contrast French towns with places I know.
ask and answer questions to find out where someone lives.

listen to new language and repeat with increasing accuracy
identify typical places in my town
describe my new town

identify spellings or sounds I know in new words.
say the tens numbers to 100.

identify spellings or sounds I know in new words.
use word patterns to predict what the next number will be.
say any number from 1-100 with support.

listen to and repeat common French expressions.
construct a simple sentence.
say an address clearly.

sort vocabulary into topic groups.
suggest further English words in a vocabulary set.
use a bilingual dictionary to translate the word I want.

(On the move)

name different ways of travelling.
identify types of transport using words and gestures.

ask how someone goes to school.
tell someone else how I go to school.

give and respond to simple direction instructions.
read and say words containing the French spelling 'ch', pronounced /sh/.

By the end of year 4 pupils will know and be able to:

(All around town)

listen to and repeat names of some French towns and cities. (All around town)

compare and contrast French towns with places I know. (All around town)

ask and answer questions to find out where someone lives. (All around town)

(On the move)

read and say words containing the French spelling 'ch', pronounced /sh/.
(On the move)
ask for and give directions to places in town (On the move)
match subject pronouns with the right form of a verb. (On the move)
talk about how different people travel to places in town. (On the move)

say a sequence of movements.
follow instructions about direction and actions.

ask for and give directions to places in town.
substitute different familiar vocabulary to vary my sentences.

match subject pronouns with the right form of a verb.
talk about how different people travel to places in town.

(Going Shopping)

ask a question to a partner Aimes-tu....?
answer a question orally using: J'aime... Je n'aime pas... J'aime beaucoup... J'a
answer questions in writing sentences in French.
answer a question in writing using: J'aime ... Je n'aime pas... J'aime beaucoup.

know that: le changes to du; la changes to de la; l' changes to de l' and les ch
write phrases/sentences starting with Je voudrais and choose the correct form

adjectives and place them after the noun
change adjectives to the feminine when needed
answer the question Avez-vous...? With the response Oui, j'ai...in a complete
sentence
answer the question Avez-vous...? With the response Non, Je n'ai pas...in a
complete sentence

answer the question Ou, puis-je acheter...?
use the appropriate form for at (au or a la)

answer the question 'C'est combine...? (regarding items in a shop)
answer the question using the phrase 'C'est ... euros'

greet and respond
ask and answer questions.

(Going Shopping)

answer a question in writing using: J'aime ... Je n'aime pas... J'aime
beaucoup... J'aime un peu... (Going Shopping)

write phrases/sentences starting with Je voudrais and choose the correct form
of 'some'. (Going Shopping)

answer the question Avez-vous...? With the response Oui, j'ai...in a complete
sentence (Going Shopping)

(Where in the world)

answer a question in French.

use a model sentence and substitute key words.

write an answer to a question which starts with 'Quelle est?'

use a model sentence and substitute key words, in writing.

say whether nouns are masculine or feminine

choose the correct preposition: en for feminine countries, au for masculine countries, à for islands

use an English/French dictionary to translate a country name and use the translation in

use an online translator to translate a country name and use the translation in

say which continent a country is from.

choose the correct preposition: 'en' for continents.

name at least ten animals in French.

say a sentence starting with J'ai vu....

know the past tense phrase 'J'ai vu....'

use the past tense in a sentence e.g. 'J'ai vu un lion.'

use a model sentence and substitute key words

write a sentence from memory

use the pronoun il in the right place

use the pronoun elle in the right place

(What's the time)

say and write a sentence to tell the time – o'clock and - half past

start a sentence using a time connective, stating at what time something happened

write a whole sentence choosing from a list of simple sentences

(Where in the world)

write an answer to a question which starts with 'Quelle est?' (Where in the world)

choose the correct preposition: en for feminine countries, au for masculine countries, à for islands (Where in the world)

know the past tense phrase 'J'ai vu....' (Where in the world)

use the past tense in a sentence e.g. 'J'ai vu un lion.' (Where in the world)

(What's the time)

say and write a sentence to tell the time – o'clock and - half past (What's the time)

choose the correct word (avant or après) when comparing to subjects (What's the time)

read a TV schedule to answer the question 'Qu'est-ce qui passe à la télévision à...?'

write a question to give an answer

say and write a sentence to tell the time – quarter past and – quarter to

read a school timetable and understand the words for subjects and days
choose the correct word (avant or après) when comparing to subjects

count in fives to sixty in French

calculate the difference in minutes between two times and give and answer in French

(Holidays and Hobbies)

answer questions orally, using a modelled sentence. I answer questions by write
use the third person plural of être. use ils sont in a sentence.

state what the weather is like using the phrase il fait, followed by an adjective
using the phrase il, followed by a verb.

give the weather forecast to my partner. give the weather forecast to a larger

say whether country nouns are masculine or feminine.

choose the correct preposition: en for feminine countries, au for masculine countries

say where and how I am going on holiday, using a sentence.

say who I am going on holiday with

use the possessive adjectives 'ma' for feminine

use the possessive adjective 'mes' for plural family members

answer the question 'Quel est ton sport préféré ?' orally

write answers about the class's favourite sports.

answer the question 'Tu aimes...?' Orally, using one of four sentence starters

answer the question 'Tu aimes...?' In writing, using one of the four sentence starters

calculate the difference in minutes between two times and give and answer in French (What's the time)

(Holidays and Hobbies)

using the phrase il, followed by a verb. (Holidays and Hobbies)

use the possessive adjectives 'ma' for feminine (Holidays and Hobbies)

write answers about the class's favourite sports. (Holidays and Hobbies)

answer the question 'Tu aimes...?' In writing, using one of the four sentence starters (Holidays and Hobbies)

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<u>Endpoints</u>	<u>Prime endpoints</u>
<p><u>By the end of year 5 pupils will know and be able to:</u></p> <p>(Getting to Know You) recall a range of vocabulary topics from my previous learning. use different skills to show what I have learned.</p> <p>use 'je sera' to refer to my future show how French future tense is different to English use the speaker's body language to help me understand what they are saying listen and respond appropriately to what it said</p> <p>say the names of the accents found in the French alphabet. ask for spellings of unfamiliar words. give a spelling correctly, using the French alphabet pronunciation.</p> <p>recognise that some adjectives are different depending on gender. choose a masculine or feminine adjective to match the subject. find suitable vocabulary in a bilingual dictionary. make a new sentence by substituting specific words. describe emotions.</p> <p>say what is 'going to' happen. show how the near future tense is made of aller plus infinitive. use a range of strategies to help me follow a text. make predictions about a story.</p> <p>recall key vocabulary and apply it to my writing. change a sentence to suit what I want to say. select from a vocabulary bank for a particular theme. choose nouns, verbs or adjectives.</p>	<p><u>By the end of year 5 pupils will know and be able to:</u></p> <p>(Getting to Know You) use 'je sera' to refer to my future (Getting to Know You) say the names of the accents found in the French alphabet. (Getting to Know You) choose a masculine or feminine adjective to match the subject. (Getting to Know You)</p>

(All about Ourselves)

name different parts of the body.
join in or respond when someone speaks to me.

describe myself.
put the adjective after the noun.
make the noun and adjective 'agree'.
make an adjective plural if necessary.
ask what someone is doing.
say what I am doing.
identify a range of verbs.

write sentences in the 3rd person (he and she).
add detail to a description of someone's clothes with a colour adjective.
make the adjective and noun 'agree.'

ask how someone is feeling.
recognise written masculine/feminine adjectives.
listen to and repeat a word carefully.
say how I am feeling using an emotion word.

follow a simple story.
join in with repeated phrases.
recognise known words and use them to help with new language.
ask and answer questions about health.

(That's Tasty)

take part in a role play about drink choices.
ask the question Qu'est-ce que vous désirez boire ? and answer starting with Je voudrais....

read and understand a chart which gives opening and closing times in French.
answer a question and ask what times a restaurant opens and closes on a particular day.

write words from memory.
write a sentence about what I would like for breakfast.

use a modelled sentence to express my preference for a sandwich.
write a sentence from memory to express my preference for a sandwich.

(All about Ourselves)

name different parts of the body. (All about Ourselves)
write sentences in the 3rd person (he and she) (All about Ourselves)

(That's Tasty)

read and understand a chart which gives opening and closing times in French. (That's Tasty)
write a sentence about what I would like for breakfast. (That's Tasty)
use adjectives to describe food, using the correct masculine or feminine form. (That's Tasty)

use adjectives to describe food, using the correct masculine or feminine form.
use adjectives to describe food, using the correct plural form.

use the correct French form for 'some'.
use the correct French form for 'some' to describe which pizza I would like.

(Family and Friends)

join in a traditional song. find rhyming words and sound patterns.
recognise and use possessive adjectives. I know the difference between 1st and 3rd person.
explore how English and French grammar are different.

name a variety of farm animals.
compare the sounds they make in English and French.
join in the repeated phrases in a song.
use my prior learning to help me understand new words.

name different types of home.
describe the size of a house.

identify unknown words in a familiar sentence.
use a dictionary to translate words I want to know into French.
find the meaning of new French words in my dictionary.

choose appropriate adjectives to describe an animal.
alter the spelling to agree with the gender of the noun.
give an opinion about an animal.
say why I have that opinion.

construct a simple sentence.
join two sentences using an appropriate conjunction.
recognise the sound /eh/ in different words.
can pronounce et and mais correctly in a sentence.

(School Life)

recall a range of vocabulary topics from my previous learning.
use different skills to show what I have learned.

(Family and Friends)

name a variety of farm animals. (Family and Friends)
join two sentences using an appropriate conjunction. (Family and Friends)

(School Life)

ask a question about how many sides a shape/shapes have. (School Life)

use 'je serai' to refer to my future
show how French future tense is different to English
use the speaker's body language to help me understand what they are saying
listen and respond appropriately to what is said

say the names of the accents found in the French alphabet.
ask for spellings of unfamiliar words.
give a spelling correctly, using the French alphabet pronunciation.

ask a question about how many sides a shape/shapes have.
answer a question, saying how many sides shape/shapes have

ask a question using the phrase: Excusez-moi, est-ce que je peux...
give an answer to the question, choosing from set answers.

prepare a conversation with a partner asking in French where objects are and give an answer.
confidently present my conversation to my class.

(Time Travelling)

recognise number words in spoken sentences
explain how larger numbers are often described by combining smaller number words
say numbers larger than 100
use numbers in a sentence correctly

say the high-frequency verb 'avoir' in a sentence correctly
match the subject and verb
identify numbers in a written sentence
demonstrate my understanding of a sentence

understand when someone is saying a date
translate a date from French into English and vica versa

understand when someone is saying a date
give the year that some key historical events happened in France

construct a past tense sentence with the passé composé
identify auxiliary and past participle verbs

ask a question using the phrase: Excusez-moi, est-ce que je peux...
(School Life)

(Time Travelling)

say the high-frequency verb 'avoir' in a sentence correctly (Time Travelling)
construct a past tense sentence with the passé composé (Time Travelling)

conjugate the auxiliary verb to match the subject change the past participle of the main verb to agree with the number and gender of the subject say when significant people in French history were born and died	
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By the end of year 6 pupils will know and be able to:

(Let's Go Shopping)

greet, respond and say goodbye.
ask and answer questions.

use entre to describe the position of a shop.
use the correct masculine or feminine form of à côté de to describe the position

use the correct order to describe nouns, using foncé and clair.
use the masculine and feminine form of colours when necessary.

take part in role play.
ask and answer questions about the cost of items.

locate the relevant information from a list.
answer questions by writing money amounts in French.

use the French I have learned to take part in a 'Shopping Experience'.
ask and answer questions.

(This is France)

use a model sentence and substitute key words
create sentences independently using online translators/dictionaries to help

ask a question about distances
give an answer, writing the numbers in words

use a map to work out the direction between cities up to 4 compass points and
write a sentence using the correct word for the direction

write a sentence in French about things that can be done when visiting Paris
create a leaflet which encourages people to visit Paris

By the end of year 6 pupils will know and be able to:

(Let's Go Shopping)

use the correct order to describe nouns, using foncé and clair (Let's Go Shopping)
ask and answer questions about the cost of items. (Let's Go Shopping)
answer questions by writing money amounts in French (Let's Go Shopping)

(This is France)

write a sentence in French about things that can be done when visiting Paris

(This is France)

write sentences using était or est. (This is France)
write sentences describing a person's nationality (This is France)

<p>use a chart to decide whether to use <i>était</i> or <i>est</i>. write sentences using <i>était</i> or <i>est</i>.</p> <p>choose the correct form of an adjective describing nationality. write sentences describing a person's nationality.</p> <p>(All in a Day) say and write a sentence to tell the time – o'clock and half past say and write a sentence to tell the time – quarter past and quarter to</p> <p>tell the time in French: o'clock, half past, quarter past, quarter to use French phrases which mean the same as a.m. and p.m. follow patterns to conjugate regular verbs ending in -er, -ir and -re translate simple phrases conjugating in present tense</p> <p>say and write a sentence to tell the time in 5-minute interval; past the hour and to the hour</p> <p>say and write a sentence to tell the time in 24-hour time – o'clock, half past, quarter past/to</p> <p>take part in role play and interpret arrival and departure boards, asking and answering questions about read and interpret arrival and departure boards and write answers to questions about</p> <p>Read a school timetable and state the times that lessons start / finish Read a school timetable and state what the first and last lessons of the day are</p>	<p>(All in a Day) say and write a sentence to tell the time in 5-minute interval; past the hour and to the hour (All in a Day) say and write a sentence to tell the time in 24-hour time – o'clock, half past, quarter past/to (All in a Day) read a school timetable and state the times that lessons start / finish (All in a Day)</p>
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